

2013–2014 Student Attendance Accounting Handbook: Overview and Significant Changes

August 28, 2013


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SAAH Background

- Describes the attendance accounting rules school districts and charter schools must follow to generate state funding
- Has the force of law; it is adopted by reference in the Texas Administrative Code (TAC)
- Is published yearly to include changes in statute and in other TAC rules

SAAH Web Location



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ARRA/Ed Jobs
stimulus, stabilization, & ed jobs

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Check Register

FASRG

Financial Compliance

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Minimum Salary Schedule

Agency Info | **District Information** | **A - Z Index** | **Help**

Student Attendance Accounting Handbook (SAAH)

The *Student Attendance Accounting Handbook (SAAH)*:

- describes the Foundation School Program eligibility requirements of all students;
- prescribes the minimum standards for all attendance accounting systems, whether manual or automated;
- lists the documentation requirements for attendance audit purposes;
- specifies the minimum standards for systems that are entirely functional without the use of paper; and
- details the responsibilities of all district personnel involved in student attendance accounting.

SAAH Presentations, Trainings, and Webinars

- [2012-2013 SAAH Webinar Slides](#) (PowerPoint 7,264 KB)
- [2012-2013 SAAH Webinar Slides](#) (PDF 1,363 KB)

SAAH Forms, Documentation, and Additional Information

SAAH Laws and Rules


Question and Answer Document

- [Questions and Answers Related to the 2012-2013 SAAH](#) (Word 188 KB) - posted October 22, 2012
- [Questions and Answers Related to the 2012-2013 SAAH](#) (PDF 278 KB) - posted October 22, 2012

Student Attendance Accounting Handbook	Word Version	PDF Version	SAAH Change Document	Word Version	PDF Version
2013-2014 Handbook	Word 2,317 KB	PDF 1,725 KB			
2012-2013 Handbook	Word 2,696 KB	PDF 1,761 KB	2012-2013 Change Document	Word 1,028 KB	PDF 1,169 KB
2011-2012 Handbook	Word 2,438 KB	PDF 1,547 KB	2011-2012 Change Document Version 2	Word 197 KB	PDF 472 KB





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AR State Funding and Financial

The Texas Education Agency's State Funding Division is responsible for the Foundation School Program (FSP) and for producing reports for the FSP. The FSP is the state program that establishes the amount of funding to school districts under Texas school finance law and that provides funding to districts. State and local funds form the majority of a district's revenue.

- [Hot Topics](#)
- [State Funding Correspondence](#)
- [School Finance Presentations](#)
- [Foundation School Program](#)
- [School Finance Reports and Data](#)
- [School Finance Calendar \(PDF, 18 KB\)](#) - Updated 8/28/12

• [Bond Credit Enhancement](#)

• [Chapter 41 Wealth Equalization](#)

• [Charter School Funding](#)

• [Facilities Funding and Standards](#)

• [School Finance Manuals](#)

• [School Transportation Funding](#)

• [Other Topics](#)

• [Financial Accountability System Resource Guide](#)

• [Financial Integrity Rating System of Texas \(FIRST\)](#)

• [FIRST Rating for Charter Schools](#)

• [Financial Solvency](#)

• [Financial Exigency](#)

• [Student Attendance Accounting Handbook](#)

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A - Z Index

People often refer to education-related topics by different terms. Recognizing and listing many such terms below, all with links to the appropriate information.

A | B | C | D | E | F | G | H | I | J | K | L | M | N
O | P | Q | R | **S** | T | U | V | W | X | Y | Z

- 21st Century -

- [2013 Accountability](#)
- [2013 Statewide Tools for Teaching Excellence](#)
- [Stimulus](#)
- [Strategic Plan, Agency](#)
- [Student Assessment](#)
- [Student Attendance Accounting Handbook](#)
- [Student Discipline - Legal](#)
- [Student Expectations in Testing](#)
- [Student Loan Forgiveness](#)
- [Student Progress Measures](#)
- [Student Success Initiative \(SSI\)](#)
- [Summary of Finances Report](#)
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Locate the state minimum teacher salary schedule
Get information about the Guarantee Program?

Overview – Section I

- Explains how attendance is related to funding
- Explains how to use the handbook

Overview – Section I

- I.6 – How to Use This Handbook
 - CTRL + click to go to cross-referenced section
 - ALT + left arrow key (⇐) to go back
- I.7 – Significant Changes
 - Table of major changes from the last publication
 - A detailed change document is published separately

Audit Requirements – Section 2

- 2.1 – General Audit Requirements
 - Attendance records must be provided within 20 working days of written request by TEA
 - Failure to provide records will result in TEA's keeping 100% of Foundation School Program (FSP) funding for the undocumented attendance
 - Undocumented attendance = missing documentation or documentation so inadequate a reasonable person could not conclude from it that attendance occurred
 - Attendance records must be kept for 5 years

Audit Requirements – Section 2

- 2.2 – Accounting System Requirements
 - Must use Public Education Information Management System (PEIMS) coding
 - Must be able to reproduce required documentation on request for audit purposes
- 2.2.5 – Attendance System Procedures Manual
- 2.3 – Required Documentation
 - Student Detail Report
 - Campus Summary Report
 - District Summary Report

Audit Requirements – Section 2

- 2.3.4 – Additional Required Documentation
 - Grade books
 - Period absence reports (if used), signed and dated within 1 week of the attendance
 - Documentation for excused absences
 - Student schedules
 - Official school calendar and approved waivers
 - Updated/corrected copies of reports
 - Any special program documentation
 - Meanings of any local attendance codes

General Attendance Requirements – Section 3

- 3.2.1 – Average Daily Attendance (ADA) Eligibility Coding
 - 0 - Enrolled, Not in Membership
 - **1 - Eligible for Full-Day Attendance**
 - **2 - Eligible for Half-Day Attendance**
 - **3 - Eligible Transfer Student Full-Day**
 - 4 - Ineligible Full-Day
 - 5 - Ineligible Half-Day
 - **6 - Eligible Transfer Student Half-Day**
 - **7 - Eligible - Alternative Attendance Program**
 - 8 - Ineligible - Alternative Attendance Program

General Attendance Requirements – Section 3

- 3.2.1 – ADA Eligibility Coding

*A student who is required to pay tuition to your district as a condition of getting or holding the appropriate student visa is **ineligible** to generate ADA (ADA eligibility code 4 or 5)

(Senate Bill 453, 83rd Texas Legislature)

General Attendance Requirements – Section 3

- 3.2.2 – Funding Eligibility

2-through-4-hour rule

- Scheduled for and served with **at least 2 hours** of instruction for **half-day** eligibility
- Scheduled for and served with **at least 4 hours** of instruction for **full-day** eligibility

General Attendance Requirements – Section 3

- 3.2.2 – Funding Eligibility
 - Must be instructional hours
 - Study hall does not count as instruction
 - Sign-in does not count as instruction
 - Repeated courses are not eligible for funding
 - Study program to pass required state assessment to graduate if student has met all graduation requirements except passing assessment(s) counts as instruction

General Attendance Requirements – Section 3

- 3.2.3 – Age Eligibility
 - At least 5 years old on September 1 but less than 21
 - At least 21 years old but less than 26 and admitted to complete diploma requirements
 - At least 19 years of age but less than 26 years of age on September 1 and is enrolled in an adult high school diploma and industry certification charter school pilot program (Senate Bill 1142, 83rd Texas Legislature)
 - At least 3 years old, has a disability, and meets special education eligibility requirements
 - 21 years old on September 1 and receiving special education services (eligible for services through end of school year or graduation)
 - Has a disability, has graduated under 19 TAC §89.1070(b)(3), and still has need for special education services (may be served through age 21)
 - Eligible for PK and meets PK age requirements by September 1 of school year (half-day funding)

General Attendance Requirements – Section 3

- 3.3 – Enrollment

Documentation of identity and age:

- Birth certificate
- *Statement of child's date of birth issued by the Texas Department of State Health Services (DSHS)
- Driver's license
- School ID, records, or report card
- Military ID
- Hospital birth record
- Adoption records
- Church baptismal records
- Any other legal document that can establish identity

General Attendance Requirements – Section 3

- 3.3 – Enrollment

Documentation of identity and age:

*Additional requirements for students under 11 years of age:

- Must show birth certificate OR other documentation + note explaining why unable to produce birth certificate
- 30 days for acceptable identification or 90 days if student born outside United States

General Attendance Requirements – Section 3

- 3.3 – Enrollment

- May not ask about citizenship or immigration status
- *May ask the following questions to determine student's PEIMS immigrant indicator code:

1. Is the student 3–21 years of age?
2. Was the student born outside the United States?
3. Has the student attended a US school for 3 full academic years?
Note: The 3 years do not need to be consecutive.

If the answer is yes to the first two questions and no to the third question, then the student should have an immigrant indicator code of 1.

General Attendance Requirements – Section 3

- 3.3.3 – Student Entitlement to Attend School in District of Residence
 - A student is entitled to enroll in his or her district of residence
 - Residency requirements that apply to districts also apply to charter schools for purposes of deciding whether a student resides in charter school's boundaries
 - A student in Department of Family and Protective Services (DFPS) conservatorship can continue enrollment in a school until completing that school's highest grade even if the student is placed in another district's boundaries, *regardless of student's grade level (House Bill 2619, 83rd Texas Legislature)

General Attendance Requirements – Section 3

- 3.3.4 – Homeless Students
 - Homeless student may enroll in any district regardless of student's residence
 - Must be allowed to attend school of origin or school serving attendance area where student is now located
 - Eligibility to enroll in any other school in district is determined by local policy
 - Student attending school of origin who becomes permanently housed during school year is entitled to continue to attend that school for rest of year

General Attendance Requirements – Section 3

• 3.3.5 – Immunization

- DSHS website provides immunization requirements:
<http://www.dshs.state.tx.us/immunize/school/default.shtm#requirements>
- In general, student enrolling must be immunized or have begun required immunizations
- Admission for 30 days pending documentation or initiation of vaccinations
 - Homeless students
 - Military dependents

General Attendance Requirements – Section 3

- 3.3.7 – Students Who Have Received a GED Certificate or Have Been Court Ordered to Obtain a GED Certificate
 - A student who has a GED certificate or who has been court ordered to get one ***is still eligible to enroll*** in your district or charter school to complete requirements for a high school diploma if the student chooses

General Attendance Requirements – Section 3

- 3.4.4 – Information and Record Transfer
Texas Records Exchange (TREx) System
 - If student previously enrolled in another district, your district must request student's records through TREx
 - Sending district has 10 working days to comply
 - Working days do not include days that the campus or district administrative offices are closed
 - *A student's Texas Unique Student ID must be included in transferred information
 - See [TREx Data Standards](#)

General Attendance Requirements – Section 3

- 3.5 – Compulsory Attendance
 - PK and kindergarten, if enrolled
 - Age 6 (or younger, if previously enrolled in first grade) through age 18
 - Age 18 or older, if voluntarily enrolled
 - Changes to truancy statutes in 2011 legislative session

General Attendance Requirements – Section 3

- 3.6.2 – Time of Day for Attendance Taking
 - Each campus must take attendance at official attendance time during second or fifth instructional hour
 - Time may vary from campus to campus
 - Once time selected, it cannot be changed during the year

General Attendance Requirements – Section 3

- 3.6.2 – Time of Day for Attendance Taking
 - A campus may select an official attendance time that is not during the second or fifth instructional hour if board policy or superintendent procedures (if superintendent is delegated authority) allow for that
 - Board policy or superintendent procedures may:
 - allow for each campus to choose an alternate attendance time for campus as whole,
 - allow for each campus to choose an alternate attendance time for certain groups of students as described in 3.6.2.2, or
 - allow for both

General Attendance Requirements – Section 3

- 3.6.2.2 – Alternate Attendance-Taking Time for Certain Student Populations
 - With board policy/superintendent procedures, campus may choose alternate time for group of students scheduled to be off campus during regular time (e.g., certain CTE students)
 - Alternate time in effect for the period of days or weeks for which the group is scheduled to be off campus during regular time
 - Alternate attendance-taking time for a particular group may not be changed

General Attendance Requirements – Section 3

- 3.6.3 – Requirements for a Student to Be Considered Present for FSP (Funding) Purposes
 - For official attendance, “excused” and “unexcused” absences do not exist
 - Student is either present or absent at official time
 - Student not in classroom may be counted present if it is documented that student was with campus official
 - *Attendance documentation from an electronic, radio-frequency, “smart card,” or similar device is not acceptable documentation

General Attendance Requirements – Section 3

- 3.6.3 – Requirements for a Student to Be Considered Present for FSP (Funding) Purposes

Absences for which student may be considered present for FSP (funding) purposes:

- Dual credit (students not scheduled to be on campus at all, alternate method of attendance required)
- Full-time Texas Virtual School Network (students not scheduled to be on campus at all)
- Board-approved activity with adjunct staff member
- Board-approved short-term class provided by Texas School for the Blind and Visually Impaired or Texas School for the Deaf

General Attendance Requirements – Section 3

- 3.6.3 – Requirements for a Student to Be Considered Present for FSP (Funding) Purposes

Absences for which student may be considered present for FSP (funding) purposes (*Continued*):

- Mentorship for Distinguished Achievement Program
- Religious holy days (+ travel)
- Taps at military funeral
- Required court appearance (+ travel)
- *Certain absences for students in foster care
(appointments, family visitations, court-ordered activities)
(See Senate Bill 1404 and House Bill 2619, 83rd Texas Legislature)

General Attendance Requirements – Section 3

- 3.6.3 – Requirements for a Student to Be Considered Present for FSP (Funding) Purposes

Absences for which student may be considered present for FSP (funding) purposes (*Continued*):

- Election clerk (+ travel) *and student early voting clerk (*limited to 2 days per year; 2 days do not include travel days) (Senate Bill 553, 83rd Texas Legislature)
- Appearing at government office to complete paperwork for student's US citizenship application (+ travel)
- Student's own naturalization ceremony (+ travel)

General Attendance Requirements – Section 3

- 3.6.3 – Requirements for a Student to Be Considered Present for FSP (Funding) Purposes

Absences for which student may be considered present for FSP (funding) purposes (*Continued*):

- Health care appointments for student *or student's child (student must attend school for part of day) (House Bill 455, 83rd Texas Legislature)
- Visiting a university or college (juniors and seniors; limited to 2 days per year)
- *Certain military deployments (limited to 5 days a year) (Senate Bill 260, 83rd Texas Legislature)

General Attendance Requirements – Section 3

- 3.6.3 – Requirements for a Student to Be Considered Present for FSP (Funding) Purposes
 - Documentation required for all absences for which student is counted present
 - Numerous absences, whether excused or unexcused, may jeopardize student's ability to receive credit or final grades

General Attendance Requirements – Section 3

- 3.6.3 – Requirements for a Student to Be Considered Present for FSP (Funding) Purposes
 - District must have board policy or superintendent-established procedures addressing parental consent for a student to leave campus
 - District must distribute policy or procedures to staff and parents

General Attendance Requirements – Section 3

- 3.6.4 – Excused Absences for Compulsory Attendance Purposes
 - Superintendent, principal, or teacher may excuse temporary absence for any reason acceptable to him or her
 - However, absence excused for compulsory attendance purposes only
 - Student may not be counted in attendance for funding purposes unless absence meets requirements in 3.6.3
 - Student must make up academic time lost to maintain 90% attendance

General Attendance Requirements – Section 3

- 3.7 – General Education Homebound (GEH)
 - Eligibility criteria
 - Expected to be confined at home or hospital for 4 weeks (need not be consecutive)
 - Confined for medical reasons only
 - Medical condition documented by licensed physician

General Attendance Requirements – Section 3

- 3.7 – GEH

- District must have board-approved GEH policy
- GEH committee
 - Campus administrator
 - Student's teacher
 - Student's parent/guardian
- GEH documentation
- Time on campus taking required state tests cannot count for hours of GEH service for eligible days present
- *District required to provide instruction in core academic courses

General Attendance Requirements – Section 3

- 3.7.3 – GEH Funding Chart

Amount of Time Served per Week	Eligible Days Present Earned per Week
1 hour	1 day present
2 hours	2 days present
3 hours	3 days present
4 hours	4 days present (if the week is a 4-day week) 5 days present (if the week is a 5-day week)
More than 4 hours	4 days present (if the week is a 4-day week) 5 days present (if the week is a 5-day week)

General Attendance Requirements – Section 3

- 3.8 – Calendar
 - Must provide at least 180 days of instruction, minus any days waived by TEA
 - Must have 2 makeup days
 - Must include approximately equal-length reporting periods
 - Charter schools may have a calendar with fewer than 180 days; however, funding is reduced proportionately

General Attendance Requirements – Section 3

- 3.8.2 – Makeup Days and Waivers
 - *Use online waiver application system to apply for waivers; system is available through TEA Login (TEAL)
 - Waivers related to calendars
 - Missed instructional days (granted only after 2 makeup days used)
 - Low-attendance days
 - Early-release days
 - Dual credit: calendar mismatch between school and college (number of days or start date)

Special Education – Section 4

- 4.2 – Special Education and Eligibility
 - Student must be child with a disability
 - Admission, review, and dismissal (ARD) committee or individualized family services plan (IFSP) committee determines if student is child with a disability

Special Education – Section 4

- 4.2 – Special Education and Eligibility

Services must be made available to:

- Eligible student beginning on third birthday
- Eligible student who is not yet 22 on September 1 of current year and has not received regular high school diploma
- Eligible student who meets all three requirements:
 - Not 22 on September 1 of current year
 - Received high school diploma under 19 TAC §89.1070(b)(3)
 - Is returning to school under 19 TAC §89.1070(f)
(ARD committee has determined student needs services)

Services also must be made available to child with visual or auditory impairments from birth through age 2

Special Education – Section 4

- 4.3 – Enrollment Procedures
- Student Not Previously Receiving Services
 - ARD committee meets to determine student's eligibility and placement, develop IEP, and determine date services will begin
 - Special education staff provide coding info and effective date to attendance personnel ASAP
 - Attendance personnel record codes and effective date in attendance system
 - **Effective date is date services begin, not date ARD committee developed IEP**

Special Education – Section 4

- 4.3 – Enrollment Procedures
- Student Whose Arrangement/Setting Is Changing
 - ARD committee meets to review IEP, makes any necessary changes in placement, specifies any necessary coding changes, and determines effective date of changes
 - Special education staff provide coding info changes and effective date to attendance personnel ASAP
 - Attendance personnel record codes and effective date in attendance system
 - **Effective date is date services in new placement begin, not date ARD committee developed IEP**

Special Education – Section 4

- 4.4 – Withdrawal Procedure
 - Student withdrawn when:
 - Student withdraws from school,
 - ARD committee determines student is no longer a child with a disability, or
 - Parent revokes consent for services in writing
 - Written notice must be provided at least 5 school days before services will be discontinued, unless parent agrees otherwise
 - ARD committee must provide effective date of dismissal to attendance personnel ASAP

Special Education – Section 4

- 4.7 – Instructional Arrangement/Setting Codes
 - “Table of Contents” is hyperlinked
 - Codes are listed in numerical order
 - Links to outside references are included
 - Cross-references are hyperlinked
 - CTRL + click to go to hyperlink
 - ALT + left arrow key (⇐) to go back

Special Education – Section 4

- 4.7.1 – Code 00: No Instructional Arrangement/Setting (Speech Therapy)
 - *Detailed instructions for PEIMS 163 record and 405 record reporting
 - *If student is receiving speech therapy + instructional services through another instructional arrangement/setting, report student with two instructional arrangement/setting codes on 405 record

This is the only circumstance in which a student is reported with two codes for same time period

Special Education – Section 4

- 4.8 – Speech-Language Pathology Services (Speech Therapy) and Speech Therapy Indicator Codes

*Now includes detailed information on PEIMS 163 record and 405 record reporting

- Code 0: No Speech Therapy

Student receives special education services but not speech therapy

- Code 1: Speech Therapy “Only”

Student receives speech therapy but no other services that are provided through an instructional arrangement/setting

- Code 2: Speech Therapy With Other Services

Student receives speech therapy **as well as** other services that are provided through another instructional arrangement/setting

Special Education – Section 4

- 4.9 – Preschool Programs for Children with Disabilities (PPCDs)
 - 4.9.1: Eligibility: 3 through 5 years of age
 - 4.9.2: Eligible to generate funding on same basis as other students (2-through-4-hour rule)
 - 4.9.3: PPCD and prekindergarten programs (table)
 - 4.9.4: PPCD and kindergarten programs (table)
 - 4.9.5–7: PPCD and Head Start, preschool, and child care programs
 - 4.9.8: Table for 4.9.5–7
 - 4.9.9: PPCD and dual enrollment

Special Education – Section 4

- 4.15 – Eligible Days Present and Contact Hours
 - Contact Hours for Each Instructional Arrangement/ Setting Chart
- 4.16 – Documentation
 - Homebound log, etc.
 - ARD/IFSP committee documentation, including IEP or IFSP
 - Eligibility statements (homebound, hospital class, residential facility)
- 4.18 – Examples
 - *Now include detailed information on PEIMS 163 record and 405 record reporting

Career and Technical Education (CTE) – Section 5

- 5.2 – Eligibility and Eligible Days Present

For contact hour funding, district must:

- Ensure each CTE course has qualified/certified teacher
 - Exceptions: CTE teachers at charter schools that do not have this requirement in charter and dual credit postsecondary faculty
- Report teacher of record for each CTE course (except dual credit course taught off-campus)
- Keep documentation showing average minutes/day for course
- Have appropriate resources to teach course TEKS
- Offer at least one coherent sequence in at least three different clusters

CTE – Section 5

- 5.2.1 – Eligibility of Students for Funding
 - Grades 9–12
 - Grades 7 and 8, if eligible for and enrolled in CTE for the Disabled courses
- 5.2.2 – Eligibility of Courses for Funding
 - Courses must be approved by TEA
 - List of TEA-approved CTE courses in *PEIMS Data Standards* (code table C022)

CTE – Section 5

- 5.5.1 – PEIMS 101 Record

Description of Student's CTE Participation	CTE Indicator Code to Be Used on PEIMS 101 Record
not enrolled in a CTE course	0
enrolled in one CTE course (a CTE participant, grades 6–12)	1
CTE coherent sequence taker (CTE concentrator, grades 9–12) (Coherent sequence is defined as two or more CTE courses for three or more credits.)	2
Tech-Prep program participant (9–12)* (Student in grades 9–12 who follows a state-approved Tech-Prep high school plan of study)	3

*The US Department of Education defunded Tech-Prep grants in 2011.

CTE – Section 5

- 5.5.2 – PEIMS 410 Record

CTE Code	Average Minutes per Day in CTE Course
V1	45–89
V2	90–149
V3	150–180+

- Each CTE course must be reviewed separately to determine average minutes per day students attend that course
- 3 contact hours is the maximum for a single course
- For students enrolled in more than one CTE course, CTE codes are combined to determine correct code

Example: A student enrolled in three separate 45-minute CTE courses would be assigned a code of V3 ($V1 + V1 + V1 = V3$)

CTE – Section 5

- 5.6 – Computing Contact Hours
 - Contact hours =
Eligible days present x
contact-hour multiplier
 - 6-hour daily limit for funding

CTE Code	Contact-Hour Multiplier
V1	1.0
V2	2.0
V3	3.0
V4	4.0
V5	5.0
V6	6.0
Contact Hours = CTE Days x Contact-Hour Multiplier	

CTE – Section 5

- 5.7 – Career Preparation and Practicum Experiences
 - Career Preparation
 - Classroom instruction + time at training site
 - Paid
 - Practicum
 - Classroom instruction + time at training site or in lab
 - Specific to a cluster
 - Paid or unpaid
 - *Training plan not required if student participating in unpaid practicum with teacher of record providing the training

CTE – Section 5

- 5.8 – CTE Problems and Solutions
 - Classroom instruction and supervised research
 - Equivalent to average of five periods per week
 - Student and teacher meet at least once per week
 - Cooperatively planned
 - Student may be counted for contact hours on first day of enrollment if written project plan is in place within 15 days

CTE – Section 5

- 5.9 – Career and Technical Education for the Disabled (CTED) Courses
 - Grades 7–12
 - Requires ARD committee approval
 - Classes **must** be self-contained and serve only special education students

CTE – Section 5

- 5.11 – Documentation
 - Teachers' grade books
 - Documentation showing average minutes per day for each CTE course
 - Schedule change documents for students who change schedules during a semester

Bilingual/English as a Second Language (ESL)

– Section 6

- 6.2 – Eligibility

All of following criteria must be met:

- Home language survey (HLS) indicates language other than English
- Student tests below cutoff score on applicable test(s)
- Language proficiency assessment committee (LPAC) recommends placement in program
- Parent approves student's placement in writing

Bilingual/ESL – Section 6

- 6.2 – Eligibility

Following are eligible for services but not funding:

- Student scoring above test cutoff scores
- Student who has exited/transitioned out and whose:
 - Parents approve continued participation and
 - School wishes to continue services

Bilingual/ESL – Section 6

- 6.3.1 – Students Who Move to Your District
 - Identification as limited English proficient (LEP) and enrollment in program must occur within 4 weeks (20 school days)
 - District cannot receive weighted funding until documentation in place
 - Service must begin immediately while waiting for documentation
 - If documents not received in 4 weeks, begin standard ID and assessment procedures

Bilingual/ESL – Section 6

- 6.8 – Withdrawal/Reclassification/Exit Procedures
 - Student is withdrawn if:
 - LPAC classifies student as English proficient,
 - Parent requests removal from program, or
 - Student withdraws from district (not program)
 - *Once student has met exit criteria, district must notify parent and get parental approval for exit from program

Bilingual/ESL – Section 6

2013–2014 English Proficiency Exit Criteria Chart

At the end of the school year, a district may transfer (exit, reclassify, transition) a LEP student out of a bilingual or ESL education program for the first time or a subsequent time if the student is able to participate equally in a regular all-English instruction program as determined by satisfactory performance in all three assessment areas below and the results of a subjective teacher evaluation.¹

For State of Texas Assessments of Academic Readiness (STAAR) English reading and English writing, the performance level for program exit is Level II (Satisfactory Academic Performance) or above.

	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th
Current School Year Oral = Listening & Speaking	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²
English Reading³	Norm-Referenced Standardized Achievement Test ² (Rdg./Lang.) 40th percentile or above	Norm-Referenced Standardized Achievement Test ² (Rdg./Lang.) 40th percentile or above	STAAR	STAAR	STAAR	STAAR	STAAR	STAAR	STAAR ⁴	STAAR ⁴	Norm-Referenced Standardized Achievement Test ² (Rdg./Lang.) 40th percentile or above
English Writing³	Agency-Approved Writing Test ²	Agency-Approved Writing Test ²	Agency-Approved Writing Test ²	STAAR	Agency-Approved Writing Test ²	Agency-Approved Writing Test ²	STAAR	Agency-Approved Writing Test ²	STAAR ⁵	STAAR ⁵	Agency-Approved Writing Test ²
Subjective Teacher Evaluation	Assessments, anecdotal notes, portfolios, etc.										

¹ 19 TAC §89.1225(h)

² In the 2013–2014 *List of Approved Tests for Assessment of Limited English Proficient Students* available on the following web page: <http://www.tea.state.tx.us/index2.aspx?id=4098>

³ For STAAR, English reading and English writing refer to the grade-level tests in grades 3–8 and to the applicable end-of-course English I and II reading and writing assessments.

⁴ Exception: Texas English Language Proficiency Assessment System (TELPAS) Reading Advanced High will be used for all students with the Texas Assessment of Knowledge and Skills (TAKS) as their graduation requirement under state policy.

⁵ Exception: An agency-approved writing test from the 2013–2014 *List of approved tests* will be used for all students with the TAKS as their graduation requirement under state policy.

Note: LEP students may be exited only after the end of first grade based on 19 TAC §89.1225(i).

Note: LEP students for whom the LPAC has recommended linguistic accommodations on the STAAR reading or writing test may not be considered for exit.

Bilingual/ESL – Section 6

- 6.11 - Documentation

- Home language survey
- Test results
- LPAC recommendations and parent approval or denial
- Identification of student as LEP and level of language proficiency
- Proof of program service (grade books, class rosters, etc.)
- Dates of entry into and exit from the program
- *Parent approval for exit from the program
- Instructional interventions
- State assessment participation decisions and any linguistic accommodations
- Results of monitoring academic success
- Texas English Language Proficiency Assessment System (TELPAS) writing samples (kept 2 years)

Prekindergarten – Section 7

- General requirements
 - Any district may offer prekindergarten (PK)
 - District must offer PK if 15+ eligible children who are at least 4 years of age on or before September 1 of current year
 - Eligible students cannot be charged tuition for the half day that is FSP funded (state funded)
 - Eligible students can be charged for the additional half day that is not FSP funded
 - Students must be 3 or 4
 - A class may serve both 3- and 4-year-olds
 - State funding is half-day (special education exception)

Prekindergarten – Section 7

- 7.2 – Eligibility

Student is:

- Unable to speak and comprehend English (LEP)
- Educationally disadvantaged
(eligible for National School Lunch Program [NSLP])
- Homeless
- Child of active duty member of US armed forces or reserves ordered to active duty
- Child of member of US armed forces or reserves injured or killed while on active duty
- In foster care or was ever in foster care in Texas

Prekindergarten – Section 7

- 7.2 – Documentation of Eligibility
 - English proficiency: Home language survey and test results
 - Educationally disadvantaged: Evidence student eligible for NSLP:
 - Automatically eligible (Head Start, migrant, TANF) or
 - Eligible based on family income
 - Homeless: Documentation that local homeless education liaison finds student meets federal definition of homeless
 - Parent military service (see 7.2.5.1):
 - Military ID
 - Statement of service
 - Department of Defense death certificate
 - Purple Heart orders or citation
 - Documentation that service member is missing in action
 - *copy of US Department of Veterans Affairs letter stating service member eligible for disability compensation
 - Foster care: Texas DFPS verification letter

Prekindergarten – Section 7

- 7.5 Eligible Days Present and ADA Eligibility

ADA Eligibility Coding for Students Served in a PK Classroom		
	Student Age	ADA Eligibility Code
A student eligible for PK ¹ served in the PK classroom by a PK teacher for ½ day	3 or 4	2 half-day
A student eligible for PK ¹ served in the PK classroom by a PK teacher for the full day	3 or 4	2 half-day
A student ineligible for PK ² served in the PK classroom by a PK teacher for ½ day	3 or 4	5 ineligible half-day
A student ineligible for PK ² served in the PK classroom by a PK teacher for the full day	3 or 4	4 ineligible full-day
A student eligible for PK ¹ and special education (PPCD) served in the PK classroom by a PK teacher for ½ day and served in the PPCD for ½ day ³	3 or 4	1 eligible full-day

¹According to **7.2 Eligibility**.

²Ineligible PK students may be served in the PK classroom only if space is available and other eligible PK students are not denied enrollment.

³This circumstance is just one example of a circumstance in which a student eligible for PPCD services is served in a PK classroom.

Prekindergarten – Section 7

- 7.5.2 – Students Who Are Eligible for Special Education (PPCD) and Are Served in a PK Classroom
 - *Clarified; reflects updates to 4.9 in Section 4
 - Student who is eligible for **both** special education and PK
 - Eligible for full-day attendance if scheduled for and receives at least 4 hours of instruction or services (receives at least 2 hours of special education services in addition to the 2 hours of PK program instruction)
 - Eligible for half-day attendance if scheduled for and receives at least 2 hours but fewer than 4 hours of instruction or services
 - Student who is eligible for special education **but not for PK**
 - ADA eligibility determined by amount of time student is provided **special education** services each day

Gifted/Talented – Section 8

- 8.2 – Eligibility

- Maximum of 5% of students in ADA eligible for funding
- Student must be served before March 1 to be eligible for funding (transfer exception)
- Committee selects students

8.5 – Policies for Selection of Students to Participate in the Gifted/Talented Program

- Local policies must include:
 - Assessment measures from multiple sources
 - Procedures that ensure access to gifted/talented assessment and, if identified, services for all
 - Provisions for reassessment, exiting students from the program, transfer students, and appeals

Pregnancy Related Services (PRS) – Section 9

- PRS are services, including Compensatory Education Home Instruction (CEHI), that a student receives during prenatal and postpartum periods to help her:
 - Adjust academically, mentally, and physically and
 - Stay in school
- If district offers PRS:
 - CEHI mandatory
 - Support services optional

PRS – Section 9

- 9.2 – Eligibility/Eligible Days Present
 - Eligibility for services:
 - Students in prenatal or postpartum period
 - Student who is pregnant
 - Student who:
 - Delivers a live, aborted, or stillborn baby
 - Suffers a miscarriage or death of a newborn
 - Places a baby up for adoption
 - Eligibility for funding:
 - Students eligible for ADA and for PRS program services are eligible for PRS funding beginning on date services begin

PRS – Section 9

- 9.2 – Eligibility/Eligible Days Present
 - Eligibility for PRS ends:
 - When student returns from postpartum confinement to resume regular classes or
 - First day of 7th week
 - For student requiring extended confinement, eligibility ends:
 - When student returns from postpartum confinement to resume regular classes or
 - First day of 11th week

PRS – Section 9

- 9.8 – CEHI During Prenatal Confinement
 - No limit to the length of time or number of times student may receive CEHI in prenatal period
 - Documentation for each event of prenatal confinement must be obtained from a licensed medical practitioner

PRS – Section 9

- 9.9 – CEHI During Postpartum Confinement
 - If district offers PRS and student has not refused services, district must provide postpartum CEHI either:
 - Until student chooses to return to school or
 - Until end of 6th week from the beginning date
 - Student is **not** required to provide medical note to receive postpartum CEHI through 6th week
 - CEHI may be extended 4 additional weeks **if** medical necessity, either for mother or baby

PRS – Section 9

- 9.9.3 – CEHI During Break-in-Service Confinement
 - Allows student to divide up to 10 weeks of CEHI into two or more periods
- 9.10 – Confinement and Earning Eligible Days Present
 - 1 hour = 1 day present
 - Student must have medical release to return to campus to receive temporary, limited support services or take required state assessments
 - Time on campus cannot count as any part of CEHI hours for eligible days present (even if district has waiver)
 - *Students must receive instruction in core academic courses

PRS – Section 9

- 9.12 – PRS and Special Education Services

Amount of Time Served per Week (Week Is Sunday Through Saturday)		SPED and PRS Eligible Days Present Earned per Week
SPED Homebound	PRS	
1 hour	1 hour	1 day present SPED and PRS
2 hours	2 hours	2 days present SPED and PRS
3 hours	2 hours	3 days present SPED and PRS
4 hours	2 hours	4 days present SPED and PRS (if the week is a 4-day week) 5 days present SPED and PRS (if the week is a 5-day week)
More than 4 hours	2 hours	4 days present SPED and PRS (if the week is a 4-day week) 5 days present SPED and PRS (if the week is a 5-day week)

- 9.15 – Documentation

Nontraditional Schools – Section 10

- Nontraditional settings include:
 - Alternative education programs (AEPs)
 - Juvenile justice alternative education programs (JJAEPs)
 - Disciplinary alternative education programs (DAEPs)
 - In-school suspension (ISS)
 - Out-of-school suspension (OSS)
 - Education programs for incarcerated youth
- Direct questions about disciplinary issues to Safety and Chapter 37, (512) 463-2395

Nontraditional Schools – Section 10

- 10.3 – School Calendar Requirements and Waivers to These Requirements
 - Calendar must follow same rules as for regular school program
- 10.4 – Attendance Accounting Documentation
 - Attendance accounting records must meet same standards as for regular school program

Nontraditional Schools – Section 10

- 10.10 – Disciplinary Removals of Students with Disabilities
 - Removal for violations of student code of conduct limited to not more than 10 consecutive school days
 - For removals over 10 consecutive school days, ARD committee must determine whether misconduct was manifestation of disability
 - Student removed for 10+ school days in same year must continue to receive services
 - Student removed for fewer than 10 days must also continue to receive services if district provides educational services to students without disabilities who are similarly removed
 - District may remove student for up to 45 days for misconduct involving weapons, drugs, or serious bodily injury without regard to whether misconduct was manifestation of disability

Nontraditional Programs – Section I I

- Nontraditional programs include:
 - *College credit programs (including dual credit)
 - Optional Flexible School Day Program
 - Optional Flexible Year Program
 - High School Equivalency Program

Nontraditional Programs – Section 11

- 11.3 – College Credit Programs
 - Advanced Placement
 - International Baccalaureate
 - Dual credit programs

Nontraditional Programs – Section I I

- II.3.1 – Dual Credit Programs
 - With limited exceptions, student:
 - Must be at least a junior to enroll in a dual credit course
 - May not enroll in more than two dual credit courses per semester
 - Exceptions
 - Early College High School student
 - Student who demonstrates outstanding academic performance and capability
 - If exception based on outstanding academic performance and capability, district must have documentation
 - Local criteria
 - Student meets criteria
 - Approval high school and college

Nontraditional Programs – Section 11

- 11.6 – Optional Flexible School Day Program (OFSDP)
 - Program uses alternative method of attendance accounting; attendance reported with PEIMS 500 series records
 - Funding based on total eligible minutes of instruction time
 - Student must receive minimum of 45 minutes of instruction on a given day for contact time to be earned
 - Student may receive maximum of 600 minutes (10 hours) per day

Nontraditional Programs – Section 11

- 11.6 – OFSDP
 - Fixed or flexible schedules that do not meet traditional 180-day, 5-days-per-week rules
 - OFSDP instructional arrangements include:
 - Weekend or night classes
 - Extended-day classes
 - Classes offered throughout the year
 - Flexible schedules
 - Credit recovery classes (may be offered in summer)
 - Application required

Nontraditional Programs – Section I I

- II.6.2 – OFSDP Student Eligibility
 - Student eligible to participate if:
 - The student:
 - Is at risk of dropping out of school,
 - Is attending a school with an approved innovative campus plan,
 - Is attending a school with an approved Early College High School Program, or
 - Will be denied credit for one or more classes because of attendance requirements **and**
 - The student and the student's parent agree in writing to the student's participation

Nontraditional Programs – Section I I

- I I.7 – Optional Flexible Year Program
 - For students who did not or are likely not to pass required state assessments or who would not otherwise be promoted to next grade
 - Allows district, with approval of commissioner, to provide 170 instructional days to students not at risk and provide 180 instructional days to those at risk
 - OFYP students should be reported on separate track
 - Districts are encouraged to communicate with parents and to schedule the 10 OFYP days throughout year
 - District must submit application to participate

Nontraditional Programs – Section 11

- 11.8 – High School Equivalency Program (HSEP)
 - For students who have been court-ordered to attend GED classes or take GED test or students who meet the following criteria:
 - Student is at least 16,
 - Student is at risk of dropping out,
 - Student and parents have agreed in writing to participation, and
 - At least 2 school years have passed since student first enrolled in grade 9 and student has less than one-third of the credits to graduate under minimum graduation requirements

Nontraditional Programs – Section 11

- 11.8 – HSEP

- Program uses alternative method of attendance accounting; attendance reported with PEIMS 500 series records
- Funding based on total eligible minutes of instruction time
 - Student must receive minimum of 45 minutes of instruction on a given day for contact time to be earned
 - Student may receive maximum of 600 minutes (10 hours) per day

Nontraditional Programs – Section 11

- 11.9 – Interstate Compact on Educational Opportunity for Military Children
 - Agreement among member states to abide by common set of rules related to the education of military children
 - Texas became a member in 2009
 - Child of military family who moves here from another member state is entitled to continue enrollment at same grade level

*Virtual, Remote, and Electronic Instruction – Section 12

- 12.2 – Texas Virtual School Network (TxVSN)
 - Provides access to online courses that address Texas Essential Knowledge and Skills and meet national standards for quality online courses
 - Includes:
 - Statewide catalog of online courses for grades 9–12
 - TxVSN Online Schools (OLS) programs for grades 3–12

Virtual, Remote, and Electronic Instruction – Section 12

- 12.2.1 – Student Eligibility for the TxVSN
 - Student eligible if:
 - The student, on September 1:
 - Is younger than 21 or
 - Is younger than 26 and has been admitted to complete diploma requirements;
 - The student has not graduated from high school; **and**
 - The student:
 - Is otherwise eligible to enroll in a public school in this state **or**
 - Meets the following criteria:
 - Is a dependent of a US military member,
 - Was previously enrolled in high school in Texas, and
 - No longer resides in Texas as a result of a military deployment or transfer

Virtual, Remote, and Electronic Instruction – Section 12

- 12.2.1.1 – Student Eligibility for Full-Time TxVSN Enrollment
 - Student must meet **one** of the following three criteria:
 - The student was enrolled in a Texas public school in the preceding school year;
 - The student has been placed in substitute care in this state; **or**
 - The student:
 - Is a dependent of a US military member,
 - Was previously enrolled in high school in Texas, and
 - No longer resides in Texas as a result of a military deployment or transfer

Virtual, Remote, and Electronic Instruction – Section 12

- 12.2.2 – TxVSN FSP Funding and Attendance Accounting
 - Enrollment in TxVSN courses counts toward ADA eligibility
 - A high school student will be counted as scheduled for and receiving instruction for 55 minutes a day for each TxVSN course taken and passed (five courses = full-time)
 - A grade 3–8 student (TxVSN Online Schools only) will be counted as receiving full-day instruction as long as student successfully completes TxVSN program and is promoted to next grade
 - *No more than three courses may be counted toward a student's ADA eligibility unless district is an officially recognized TxVSN Online School
 - Assign ADA eligibility code assuming student will pass all courses or successfully complete the program
 - *TEA will adjust ADA eligibility code as necessary after end of year

Virtual, Remote, and Electronic Instruction – Section 12

- 12.3 – Remote Instruction That Is Not Delivered Through TxVSN
 - Instruction provided through a technology that allows for real-time, two-way interaction between student and teacher in different locations (e.g., interactive video conferencing)
 - Includes:
 - **Remote conferencing**
(attendance based on 2-through-4-hour rule)
 - **Remote homebound instruction** (attendance based on hours of *individualized* instruction and homebound funding chart)
 - **Distance learning**
 - Waiver required (except for distance learning)

Virtual, Remote, and Electronic Instruction – Section 12

- 12.3.1 – Remote Conferencing – Regular Education Students
 - Student at off-campus location able to virtually participate in classes provided on the student's campus
 - Student must be unable to attend school because of a temporary medical condition documented by a physician
 - Attendance based on 2-through-4-hour rule and whether student is virtually present at attendance time
 - Remote conferencing is **not** the same as homebound instruction

Virtual, Remote, and Electronic Instruction – Section 12

- 12.3.2 – Remote Conferencing – Special Education Students
 - Situation in which:
 - Student at off-campus location able to virtually participate in classes provided on the student's campus **or**
 - Student at on- or off-campus location receives instruction or services from an appropriately credentialed individual who is at a different location (e.g., speech therapy)
 - ARD committee must determine whether appropriate
 - Attendance based on 2-through-4-hour rule and whether student is present/virtually present at attendance time
 - Remote conferencing is **not the same as homebound instruction**

Virtual, Remote, and Electronic Instruction – Section 12

- 12.3.3 – Remote Homebound Instruction – Regular Education Students
 - Student at home or hospital receives individualized remote instruction through homebound program
 - All program requirements except in-person instruction must be met
 - Attendance based on number of hours of individualized homebound instruction student receives and homebound funding chart
 - Remote homebound instruction is **not the same as remote conferencing**

Virtual, Remote, and Electronic Instruction – Section 12

- 12.3.4 – Remote Homebound Instruction –
Special Education Students
 - Eligible student at home or hospital receives individualized remote instruction through special education homebound program
 - All program requirements except in-person instruction must be met; ARD committee must determine whether appropriate
 - Attendance based on number of hours of individualized homebound instruction student receives and homebound funding chart
 - Remote homebound instruction is **not the same as remote conferencing**

Virtual, Remote, and Electronic Instruction – Section 12

- 12.3.5 – Distance Learning
 - Only form of remote instruction that does not require waiver
 - Student physically located at his or her home campus participates in a class provided at another campus in same district or another district at which students and a teacher are physically present

Virtual, Remote, and Electronic Instruction – Section 12

- 12.4 – On-Campus Online Courses Not Provided Through the TxVSN
 - Teacher must be present in the room
 - Regularly scheduled and not “drop-in”
- 12.5 – Self-Paced Computer Courses
 - Not provided through TxVSN
 - Teacher must be present in the room
 - Regularly scheduled and not “drop-in”

Additional Information

- Section 13 - Appendix
 - ADA and funding
 - Definitions
 - Information on ADA calculation, *including calculation of flexible attendance
 - Information on weighted funding
- Section 14 - Glossary
 - Terms and definitions
- Index
- Resources
 - Links to helpful websites
- Change document
- FAQs

TEA Program Area Numbers

Texas Education Agency Telephone Numbers

Bilingual/ESL Education (Curriculum Division).....	(512) 463-9581
Career and Technical Education (Curriculum Division)	(512) 463-9581
Financial Compliance Division (Audit Requirements)	(512) 463-9095
Gifted/Talented Education (Curriculum Division).....	(512) 463-9581
PEIMS (Data Collection).....	(512) 463-9117
Performance Reporting Division	(512) 463-9704
Pregnancy Related Services.....	(512) 463-9073
Prekindergarten	(512) 463-9581
Safety and Chapter 37	(512) 463-2395
Special Education (Federal and State Education Policy Division)	(512) 463-9414
<i>Student Attendance Accounting Handbook</i> (Financial Accountability Division)	(512) 463-9238